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These lame hexameters the "strong-winged music of Homer"! Yet Mr. Cummings declares that "a translation should be such that the reader will feel that he is reading poetry"!

It is perhaps unreasonable to complain of a translator because he is no poet—poets are generally better occupied than in translating—but when a translator who employs verse expresses himself in a way that would be intolerable even in newspaper prose, it is surely a serious crime. This version abounds in examples of baldly prosaic, colloquial, vulgar, and slovenly diction, and no fidelity to the sense of the original, no occasional felicity of phrase or smoothness of versification can atone for such handling of a noble and beautiful poem. Here are some specimens: "skulk" (as a noun, pp. 99, 112, 134, 189, 458); "panicky" (p. 124); "drooling" (p. 200); "slazy" (p. 51); "the whole of us" (p. 22); "what meaneth thy tears?" (p. 27); "most unhonored of any" (p. 34); "death thou facest, and dare not" (p. 18); "thou foully entreated" (p. 19); "fooled round" (p. 50); "squelching this word-slinging scold" (p. 60); "go right back and sit down" (p. 113); "the Trojans ran every which way"; "many a Trojan and mighty were making assault" (p. 236); "run over to Nestor's" (p. 242); "smashed his head to a jelly" (p. 276); "no great as a warrior"; "right under the nose of the Trojans" (p. 334); "a batch of tripods" (p. 362); "in a pet while playing at jackstones" (p. 437); "the Trojans hanging around in the court"; "ye loafers" (p. 460); "'twould be reprehensible very" (p. 474); "the outfit" (p. 380); "hate which proddeth to quarrel" (p. 349); "Thetis hath talked thee around" (p. 37); "tipping the wink" (p. 179); "the wound quite gurgled with blood" (p. 248); "a need insupportable longer" (p. 242). These are but a few out of scores of examples of bad diction; in fact, it is not too much to say that one can hardly read a dozen consecutive lines on any page of the book without falling into some shocking bathos.

The conclusion of the whole matter is that Mr. Cummings is no Oedipus, and the sphinx's riddle remains unsolved. His failure is like that of innumerable predecessors whose work has been cast into the abyss of oblivion—the failure which Chapman, pioneer of English translators of Homer, so admirably characterized in the case of his own predecessors in Latin, Italian, and French:

They failed to search his deep and treasurous heart;
The cause was, since they wanted the fit key
Of Nature, in their downright strength of Art,
With Poesy to open Poesy.

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Public Education in Germany and in the United States. By L. R. KLEMM.
Boston: Richard C. Badger, 1911. Pp. 350. \$1.50.

Dr. Klemm's *European Schools and Chips from a Teacher's Workshop* came out many years ago. For nearly half a century he has given valuable

service to the schools of his adopted country in Cleveland and other cities and in the Bureau of Education at Washington. In his preface he states: "Having received an unmistakable warning that human strength is not inexhaustible, I hasten to complete the book, which will preach my last sermon, unadorned but full of good will to mankind."

This personal note seems necessary in beginning a criticism of this new work. Dr. Klemm has gathered together nearly fifty articles, addresses, and papers for preservation. Naturally they are of uneven merit. The topics range from comparisons of American and German schools to discussions of summer colonies, coeducation, self-government, civics, geography, the work of girls, etc.

There is an evident attempt at fairness and often that spirit is maintained for many pages, but it seems hard for the author to recognize as excellences tendencies which did not enter into his own training. His urgent and insistent opposition to women teachers and to coeducation leads him at times to trivialities. He gets well into a suggestive chapter on "English, a Dead Language?" and then becomes so interested in telling of many derivations of words that the main issue disappears. In another case opposition to certain tendencies leads to a disparaging remark about an experiment considered important by many school men; yet in an article published in this book written by J. Tews of Berlin there is a call for changes in German schools along these very lines of condemnation. We need unsparing criticism in all the fields the author enters but it would be more effective if he got more thoroughly into the meaning of the tendencies objected to. Thus the elective system with all its faults has a much deeper significance than the submission to adolescent whim and caprice which a foreign reader might gain from this work.

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BALTIMORE TRAINING SCHOOL
FOR TEACHERS

A Cyclopedia of Education. Edited by Paul Monroe. Volume III.
New York: Macmillan, 1912. Pp. xi+682. \$5.00.

This new volume of the *Cyclopedia of Education* maintains the same high standard of excellence attained by the first two volumes. The fields of educational history and biography continue to be well handled. Further valuable articles on the educational systems of states and countries and special articles dealing individually with colleges and universities continue to appear in this volume. The extended article on "German Education" is one of the notable contributions.

The articles dealing with the special subjects of study form a special feature of this as of the preceding volumes. Among the more important of these articles are those on "Geography," "Geology," "Geometry," "History," "Greek," "Latin," "Language" (including English language), "Grammar," and a full and interesting discussion of "Artificial Languages." In each